Course of Study: Geography and Cultures-Eastern Hemisphere   Grade Level: 7

Instructional Block/Theme: Block 1 of the Integrated Instructional Guide is "Focus on Europe."

International Education: Introduction to Germany

While it is recommended that the five themes of geography be reviewed throughout the yearlong course, the assessment for **"Focus on Europe"** is linked to the geographic theme <u>Region</u>. Germany is one of the largest countries in this region. It is a country that has helped shape the history and culture of Europe. The following lesson and suggested extension activities will aid toward a further understanding of Europe in which Germany has been and still remains a major player.

Approximately 90 minutes will be required to complete the maps and chart.

I. Content:
     I want my students to understand (or be able to):
        A. Use maps to acquire and process information from a spatial perspective,
        B. Use mental maps to organize information about people, places, and environments in a spatial setting,
        C. Recognize the human and physical characteristics of Germany that have combined to help shape the history and culture of Europe.

II. Prerequisites:
     In order to fully appreciate this lesson, the student must know (or be experienced in):
        A. The development and use of different types of maps and databases.
        B. Identification of physical and human features on maps to analyze place.

III. Instructional Objectives:
     The student will:
        A. Locate and label Germany on a world map.
        B. Locate and label Germany and its nine bordering countries on a map of Europe.
        C. Locate and label the physical and political features of Germany on a map.
        D. Practice the process of mental mapping the region.
        E. Interpret tables to complete a Germany/United States comparison chart of current statistics.
        F. Analyze maps and statistical data to explore and draw conclusions regarding the human and physical factors that have influenced the history and current conditions in Germany and other European countries.

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IV. Materials and Equipment:

Teacher: overhead projector
            map transparencies:
                    Location of Germany in the World
                    Location of Germany in Europe
                    Map of Germany
                    Map: Former Border of East & West Germany
            lesson packet

*Students***:**   maps
            instruction sheets
            comparison chart
            database
            colored pencils or markers

V. Instructional Procedures:

This lesson is designed to be integrated into the unit "Focus on Europe." Explain to the students that in the process of developing into a leading world nation, Germany has had to surmount major obstacles. Because of Germany's role in shaping European history and western culture, it is fitting to have a more in-depth look at the country.

A. Ask student volunteers to relate facts they already know about Germany. Encourage students to go beyond the topic of WWII. Record their contributions on the board. Use this as an opportunity to differentiate between fact and opinion.

B. Since location is a crucial point in geography in helping students view the world in spatial terms, the lesson begins with the map Germany in the World and moves on to the maps Location of Germany in Europe and Map of Germany.   A student instruction guide has been prepared to accompany each map. It is recommended that these map activities be done orally as a class with the teacher modeling the procedure on a map transparency as the students locate on their maps. Reinforce the need for exact and neat work.

C. When the map Germany in the World has been completed, instruct the students to place it in their notebooks for further reference. Then, begin a short mental mapping practice. Without access to any maps, ask them to visualize the relative location of North America and Europe, the U.S. and Germany.

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International Education: Introduction to Germany

> **Mental Mapping:** The ultimate goal of map work is to train students in mental mapping – the skill to visualize the relative location of places without the use of maps. Students should be asked routinely to practice this skill upon completion of each map activity to facilitate the organization of information about people, places, and environments in a spatial context. For example, students should have the ability to "see" in their minds that Idaho is bordered on the east by Montana and Wyoming and that Montana is north of Wyoming.

D. Following this activity, distribute the Comparison Chart and database. The database will require additional explanation. Choose a country other than the U.S. or Germany and orally work through the chart for that country. After it appears the students have a grasp of the process, instruct them to complete the chart for the U.S. and Germany. Circulate throughout the classroom to provide assistance and a check for understanding.

E. The subsequent two maps and instruction guides should be done following the same procedure as the first map. Throughout the map activities, it will be necessary to include some background information for terms used in the student instructions with which they may not be familiar such as *Cold War* or *Berlin Wall*. The extent to which these are explained will depend upon whether the extension options that cover such terms are assigned. The extension activities are provided for further expansion of the lesson and to reinforce the geography standards.

F. The closure for each map should include a teacher-led mental mapping practice accompanied by several discussion questions generated from the activity.

VI. Assessment/Evaluation:

Upon completion of this lesson, students should be demonstrating success in mental mapping as a tool for viewing the world in spatial terms. In a short paragraph, students should be able to explain factors that have influenced the history and current conditions in Germany and other European countries.

VII. Idaho Achievement Standards:

6-9.GEH.2.1.2	Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
6-9.GEH.2.1.3	Use mental maps to answer geographic questions and to

Instructional Block/Theme: Block 1 of the Integrated Instructional Guide is "Focus on Europe."

International Education: Introduction to Germany

|	analyze how they reflect an individual's attitude toward places.
6-9.GEH.2.1.4	Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
6-9.GEH.2.3.2	Describe major physical characteristics of regions in the Eastern Hemisphere.
6-9.GEH.2.3.3	Compare major cultural characteristics of regions in the Eastern Hemisphere.
6-9.GEH.2.5.4	Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere.
6-9.GEH.3.2.2	Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.

VIII. Follow-up Activities: See extension activities.

LOCATION OF GERMANY IN THE WORLD

The relative location of Germany is the geographical center of Europe. Referring to a world map in your atlas or textbook, complete the following map activity.

1. Locate Germany and color it yellow. Label it **FRG**, which stands for its official name. Create a legend (key) in the bottom left corner of your map. Color the first box yellow and next to it, write out the official name: **Federal Republic of Germany**.

2. The continents of Europe and Asia are commonly divided at the Ural Mountains. Locate this mountain range and draw it on your map using this symbol for mountains ($\wedge$). Draw this symbol in the second box of your legend and write out the name next to it: **Ural Mountains**. Outline the continent of Europe in black. On your map, label the area **Europe**.

3. Locate the United States. Color it green (include Alaska and Hawaii.) Color the third box of your legend green and write **USA** next to it.

4. Mark our state with a red shaded area. Color the fourth box red and write **Idaho** next to it.

5. Outline and label the continent of **North America** in black.

6. Label the 2 oceans that separate North America from Europe.

LOCATION OF GERMANY IN THE WORLD

LEGEND

2,500   5,000   10,000 km

0   2,500   5,000 miles
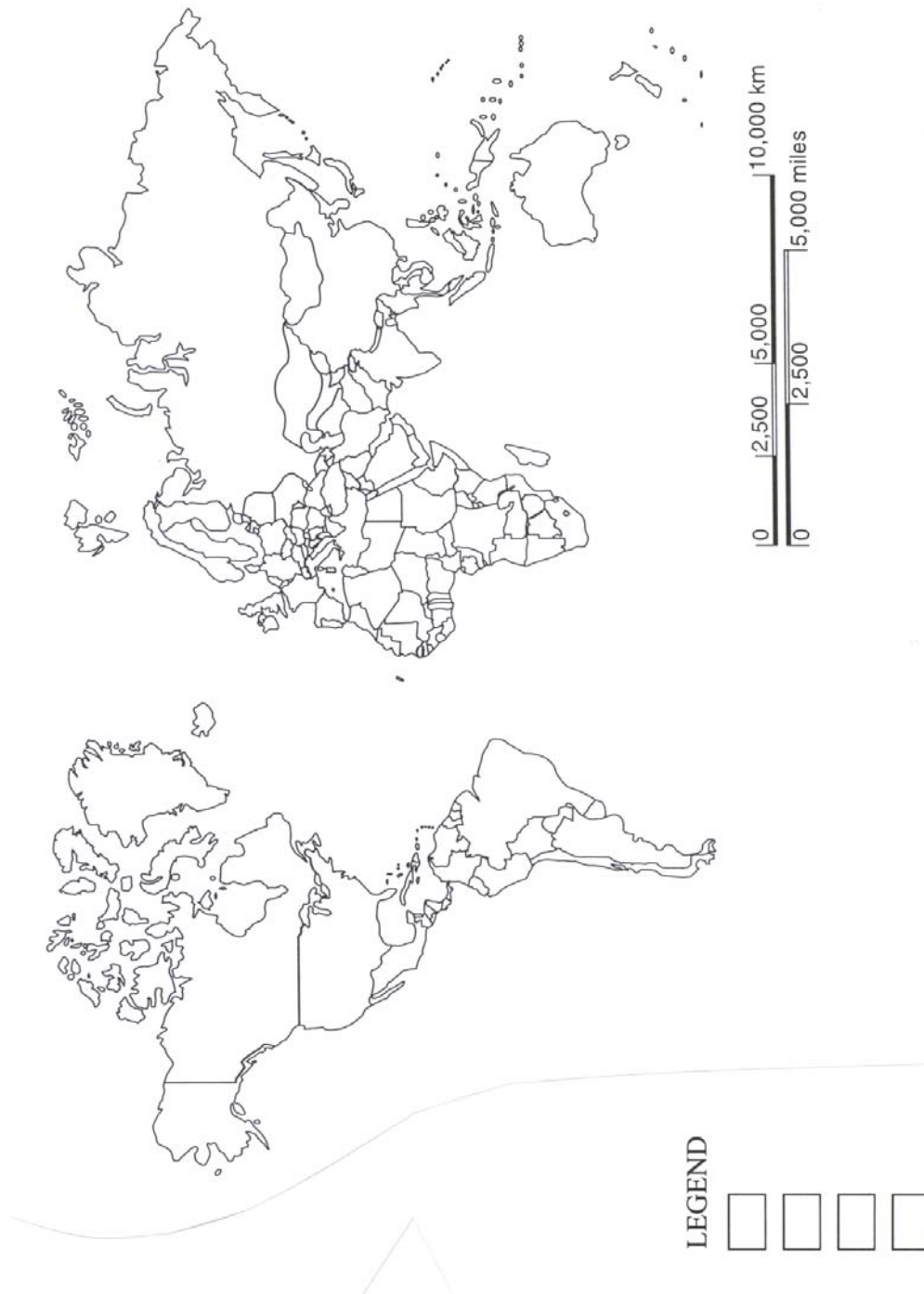
COMPARISON CHART: GERMANY AND THE UNITED STATES

Using current data provided by your teacher, the Internet, an almanac, etc., complete the following chart. Notice areas of similarities and differences as you progress.

	UNITED STATES	**GERMANY**
Official name		
Area (sq. mi.)		
Population		
Capital		
Major languages		
Form of government		
Current leader		
Literacy rate (%)		
Life expectancy		
Per capita GDP		
Currency		

* **Literacy rate:** the percentage of people who can read and write.
   Per capita GDP: the value of all goods and services produced within a country in one year (its gross domestic product), divided by its population. It is one way to gauge a nation's wealth.
   Life expectancy: the age to which a newborn can expect to live. Improvements in medicine have helped people live longer.
   Currency: the money used in any country

DATABASE

Junior Scholastic. October 13, 2003, Scholastic Inc.: Jefferson City, MO.

COUNTRY	AREA (SQ MI)	URBAN POP. %	CAPITAL	MAJOR LANGUAGES	FORM OF GOVERNMENT & HEAD	DATE OF ORIGIN	LITERACY RATE (%)	PER CAPITA GDP
	POPULATION	POP. RISE %/YEAR				% OF POP. UNDER 15	LIFE EXPECTANCY	HDI
Guatemala	42,042	39	Guatemala City	Spanish, Amerindian dialects	Presidential-legislative democracy; President Alfonso Portillo Cabrera	1821	78/63	$3,700
	12,400,000	2.6				42	63/69	0.652
Haiti	10,714	36	Port-au-Prince	Creole, French	Dominant party; President Jean-Bertrand Aristide	1804	55/51	$1,700
	7,500,000	1.8				40	50/52	0.467
Honduras	43,278	46	Tegucigalpa	Spanish, Amerindian dialects	Presidential-legislative democracy; President Ricardo Maduro	1821	76/76	$2,600
	6,900,000	2.9				42	67/74	0.667
Jamaica	4,243	52	Kingston	English, Creole	Parliamentary democracy; Prime Minister Percival James Patterson	1962	84/92	$3,900
	2,600,000	1.5				31	73/77	0.757
Mexico	756,062	75	Mexico City	Spanish, Mayan, other indigenous languages	Presidential-legislative democracy; President Vicente Fox	1810	94/91	$9,000
	104,900,000	2.4				33	73/78	0.800
Nicaragua	50,193	57	Managua	Spanish, English, Amerindian dialects	Presidential-legislative democracy; President Enrique Bolaños	1821	67/68	$2,500
	5,500,000	2.7				42	66/71	0.643
Panama	29,158	62	Panama City	Spanish, English	Presidential-legislative democracy; President Mireya Moscoso	1903	93/92	$6,000
	3,000,000	1.8				32	72/77	0.788
Saint Kitts and Nevis	139	43	Basseterre	English	Parliamentary democracy; Prime Minister Denzil Douglas	1983	97/98	$8,800
	50,000	1.2				31	68/74	0.808
Saint Lucia	239	30	Castries	English, French patois	Parliamentary democracy; Prime Minister Kenny Anthony	1979	65/69	$5,400
	200,000	1.1				31	70/74	0.775
Saint Vincent and the Grenadines	151	44	Kingstown	English, French patois	Parliamentary democracy; Prime Minister Ralph Gonsalves	1979	96/96	$2,900
	100,000	1.1				37	71/74	0.755
Trinidad and Tobago	1,981	72	Port-of-Spain	English, Hindi, French, Spanish	Parliamentary democracy; Prime Minister Patrick Manning	1962	99/98	$9,500
	1,300,000	0.6				25	68/73	0.802
United States	3,717,796	79	Washington, D.C.	English, Spanish, others	Presidential-legislative democracy; President George W. Bush	1776	97/97	$37,600
	291,500,000	0.6				21	74/80	0.937

COUNTRY	AREA (SQ MI) POPULATION	URBAN POP. % POP. RISE %/YEAR	CAPITAL	MAJOR LANGUAGES	FORM OF GOVERNMENT & HEAD	DATE OF ORIGIN % OF POP. UNDER 15	LITERACY RATE (%) LIFE EXPECTANCY	PER CAPITA GDP HDI
Albania	11,100 3,100,000	46 1.1	Tirana	Albanian, Greek	Presidential-parliamentary democracy; President Alfred Moisiu	1912 32	93/80 72/76	$4,500 0.735
Andorra	174 100,000	92 0.8	Andorra la Vella	Catalan, French, Castilian	Presidential-parliamentary democracy; Executive Council President Marc Forné Molné	1278 15	99 NA	$19,000 NA
Austria	32,378 8,200,000	54 0.0	Vienna	German	Parliamentary democracy; Chancellor Wolfgang Schüssel	1156 16	98 76/82	$27,700 0.929
Belarus	80,154 9,900,000	71 -0.5	Minsk	Byelorussian, Russian, others	Presidential dictatorship; President Aleksandr Lukashenko	1991 18	99/99 63/75	$8,200 0.804
Belgium	11,787 10,400,000	97 0.1	Brussels	Flemish, French, German	Parliamentary democracy; Prime Minister Guy Verhofstadt	1830 18	98 75/81	$29,000 0.937
Bosnia and Herzegovina	19,741 3,900,000	40 0.2	Sarajevo	Serbo-Croatian	Presidential-parliamentary (transitional); rotating Chairman of the Presidency ²	1992 19	NA 69/74	$1,900 0.777
Bulgaria	42,822 7,500,000	69 -0.6	Sofia	Bulgarian, others	Parliamentary democracy; Prime Minister Simeon Saxe-Coburg-Gotha	1908 15	99/98 69/75	$6,600 0.795
Croatia	21,830 4,300,000	54 -0.2	Zagreb	Serbo-Croatian	Presidential-parliamentary democracy; President Stjepan Mesic	1991 17	99/98 71/78	$8,800 0.818
Czech Republic	30,448 10,200,000	77 -0.2	Prague	Czech, Slovak	Parliamentary democracy; Prime Minister Vladimír Spidla	1993 16	99 72/78	$15,300 0.861
Denmark	16,637 5,400,000	72 0.1	Copenhagen	Danish, Greenlandic, Faroese, German	Parliamentary democracy; Prime Minister Anders Fogh Rasmussen	900s 19	99 75/79	$29,000 0.930
Estonia	17,413 1,400,000	67 -0.4	Tallinn	Estonian, Ukrainian, Russian, others	Parliamentary democracy; Prime Minister Juhan Parts	1991 17	99/99 65/76	$10,900 0.833
Finland	130,560 5,200,000	62 0.1	Helsinki	Finnish, Swedish, Lapp, Russian	Presidential-parliamentary democracy; President Tarja Halonen	1917 18	99 75/82	$26,200 0.930
France	212,934 59,800,000	74 0.4	Paris	French, regional dialects	Presidential-parliamentary democracy; President Jacques Chirac	486 19	99/99 76/83	$25,700 0.925
Germany	137,830 82,600,000	86 -0.1	Berlin	German	Parliamentary democracy; Chancellor Gerhard Schroeder	1871 15	99 75/81	$26,600 0.921
Greece	50,950 11,000,000	59 -0.0	Athens	Greek, English, French	Parliamentary democracy; Prime Minister Konstandinos Simitis	1829 14	99/97 76/81	$19,000 0.892
Hungary	35,919 10,100,000	65 -0.4	Budapest	Hungarian, others	Parliamentary democracy; President Ferenc Madl	1001 16	99/99 68/76	$13,300 0.837
Iceland	39,768 300,000	94 0.8	Reykjavík	Icelandic	Parliamentary democracy; Prime Minister Davíd Oddsson	1944 23	99 78/82	$25,000 0.942
Ireland	27,135 4,000,000	58 0.7	Dublin	English, Gaelic	Parliamentary democracy; Prime Minister Bertie Ahern	1921 21	98 75/80	$30,500 0.930
Italy	116,320 57,200,000	90 -0.1	Rome	Italian, German, French, Slovene	Parliamentary democracy; Prime Minister Silvio Berlusconi	1861 14	99/98 77/83	$25,000 0.916
Latvia	24,942 2,300,000	68 -0.5	Riga	Lettish, Lithuanian, Russian, others	Parliamentary democracy; Prime Minister Einars Repse	1991 17	99/99 65/76	$8,300 0.811
Liechtenstein	62 40,000	21 0.5	Vaduz	German, Alemannic dialect	Constitutional monarchy; Prince Hans Adam II	1719 18	99/99 NA	$25,000 NA
Lithuania	25,174 3,500,000	67 -0.3	Vilnius	Lithuanian, Polish, Russian	Parliamentary democracy; President Rolandas Paksas	1991 19	99/99 66/77	$8,400 0.824

LOCATION OF GERMANY IN EUROPE

Compared to the United States, Germany is a geographically small nation. However, by European standards, Germany is geographically large with a high population.

Germany shares a border with nine nations. Physical location of a nation within a region can have significant political, economic and cultural implications. This map will provide the background to establish the relationship between Germany and its neighbors.

Referring to an atlas or textbook map of Europe, identify, locate, and label the following. Spell and capitalize correctly.

1. Locate Germany and with a pencil or marker, color it green. Label it **FRG,** the official name.

2. Locate and label the 9 bordering countries.

3. Use a blue pencil or marker and trace along the coastline of Europe to indicate the seas and oceans.

4. Analyze the map as preparation for these discussion questions:

    What advantages to trade and transportation would Germany's location provide?

    What might be a disadvantage to Germany's location?

EUROPE

MAP OF GERMANY

Referring to an atlas or textbook map of Germany, identify, locate, and label the following physical and political features. Spell and capitalize correctly.

1. The official name of Germany is the **Federal Republic of Germany**. Across the top of your paper above the map, write this name.

2. From 1949-1990 Germany was divided into two parts: West (Federal Republic of Germany) and East (German Democratic Republic). Referring to the projected map transparency and using a yellow colored pencil or marker, draw a broken line to indicate this division. Below your map, place this symbol in your legend and label as **Division: East & West Germany 1949-1990**.

3. The national capital and most populated city in Germany is Berlin. This city has a long history, its origin dating back to around 1237AD. Berlin remained the capital during the Nazi period and was heavily damaged by air raids and street combat in 1945 when the Soviets conquered the city. The Four Powers -Soviet Union, Great Britain, United States, and France- agreed to put the city under their joint administration that lasted three years. The divided city became a symbol of the Cold War and West Berlin a symbol of the unwavering will of its inhabitants to defend their freedom. Since the fall of the wall in 1989, Berlin has retained its official title as capital. The absolute location of Berlin is 52° N, 13° E. Place a star or asterisk surrounded by a circle on your map at the exact location and label **Berlin**. In your legend, place the star symbol surrounded by a circle and label it **national capital**.

4. Bonn is another city of importance in Germany. Situated on the Rhine River, Bonn was chosen as the capital of West Germany in 1949. Bonn is the birthplace of the famous composer Ludwig van Beethoven. The absolute location of Bonn is 51° N, 7° E. Place a star at the exact location and label **Bonn**. In your legend, place the star symbol and label it **capital of West Germany: 1949-1999**.

5. Almost a fourth of all German goods are shipped by water. Eighty percent of all the goods in Germany that are shipped by water are transported on the Rhine River. Population density is high along the banks of this river. Using a blue pencil or marker, draw the course of this river on your map and label the **Rhine River**.

6. Hamburg is the second largest German city and the country's main seaport. The absolute location of Hamburg is 53° N, 10° E. Place a dot at the exact location and label **Hamburg.**

7. The northern part of Germany, where Hamburg is located, is very flat. Since this area is on the sea, there is a lot of shipping. Label the **North Sea** and the **Baltic**
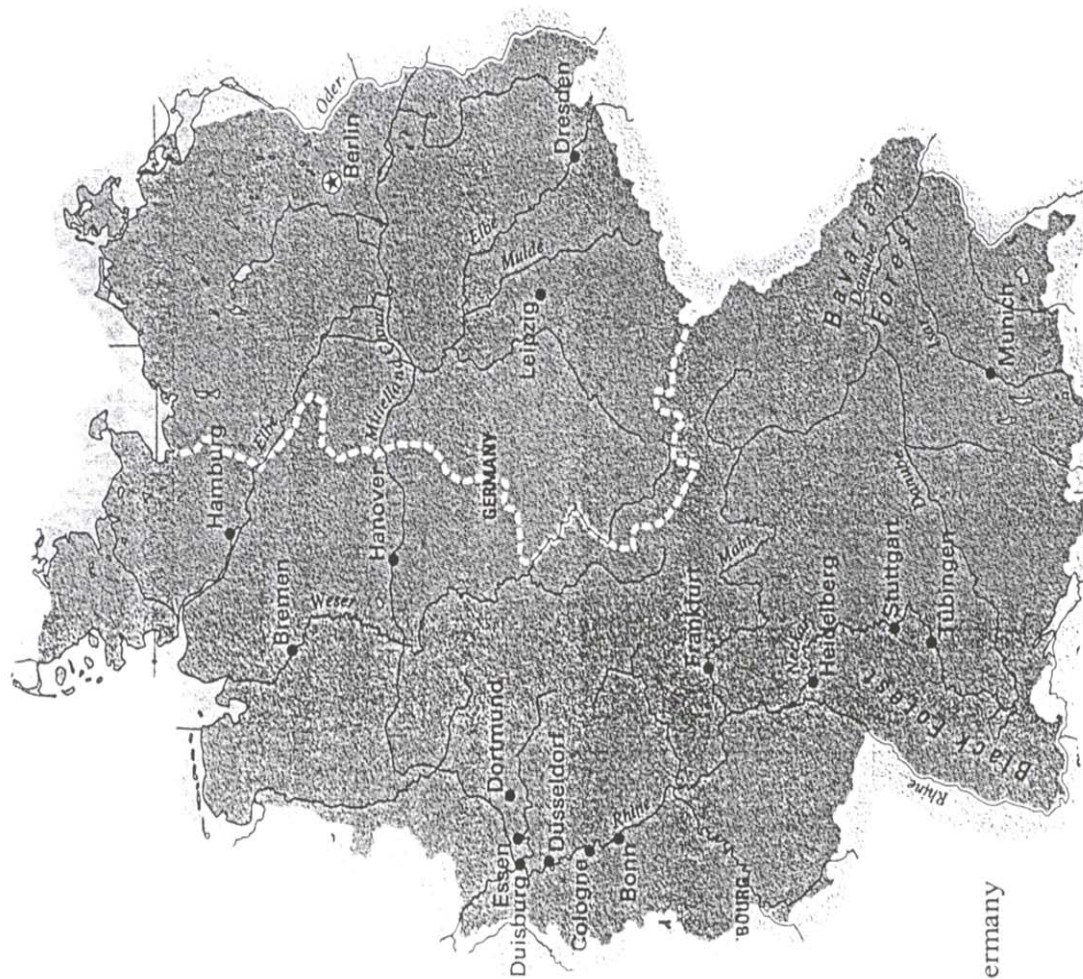
Sea on your map.

8. Hamburg is located on the Elbe River, one of the continent's major waterways. Using a blue pencil or marker, draw the course of this river on your map and label the **Elbe River.**

9. In the southwest corner of Germany is the Black Forest, a large hilly area covered with tall pine trees. The Black Forest is by no means dark and gloomy. It's long been a paradise for leisure sports such as mountain biking, kayaking and cross-country skiing. It also has a reputation for fine food and restaurants. (You have probably heard of Black Forest ham.) Locate this region on your map and label the **Black Forest**.

10. The Danube River is one of the longest rivers in Europe. It is the only major European river to flow west to east. The source of the river is located in the Black Forest region. Using a blue pencil or marker, draw the course of this river on your map. Label the **Danube River**.

11. Munich is a city not only known for the Oktoberfest festival, but also for its architecture, great museums, exciting cultural events, and the nearby Alps. The absolute location of Munich is 48° N, 11° E. Place a dot at the exact location and label **Munich**.

12. On the border of Germany with Switzerland and Austria, there is a series of lakes created by glaciers. This border is also where the Alps begin. The Alps is the collective name for one of the great mountain range systems of Europe. At this location label the **Alps.**

GERMANY

100 mi

0   100 km

Sea

54° N

DENMARK

Sea

51° N

UNITED
KINGDOM

NETHERLANDS

BELGIUM

LUX.

FRANCE

POLAND

CZECH REPUBLIC

SLOVAKIA

48° N

HUNGARY

18° E

AUSTRIA

15° E

LIECH.

12° E

SWITZERLAND

9° E

6° E

© 1998 National Geographic Society
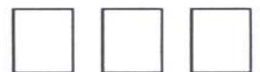
LEGEND

FORMER EAST AND WEST GERMANY

LEGEND

▨ Former border of East and West Germany

EXTENSION ACTIVITIES

The following activities are suggestions for expanding the lessons, reinforcing the Idaho Achievement Standards, and providing opportunities for differentiated learning. The options for use could include required assignments, extra credit assignments, written reports, oral presentations, individual or group work.

1. Both location and climate have significant influence on people. Look at the world map in your atlas. Examine the latitude lines that cross both Germany and North America. You will notice that Seattle in the north of the U.S. is about the same latitude as Munich in the south of Germany. Most of Germany is at a higher latitude than the US. Since most of Germany is so far north, what do you think the climate is like in Berlin? Actually, the climate of Germany is much milder than most places, such as Canada, found at the same latitudes. The Gulf Stream Current causes the relatively mild climate**.** Research the Gulf Stream Current and prepare a report explaining what it is, where it originates, and its effects on nearby land. Be prepared to share your information with the class. Include a diagram for additional clarification and interest. *(Power Standard - 469.03.a: Correlate physical geography and climatic conditions.)*

2. **Flags** have special meanings to the people of the countries over which they fly. Each color and symbol is significant. Unlike the people living in the U.S., most German citizens do not relate emotionally to political symbols such as the flag. Research the meanings behind the colors and symbols of the flags of Germany and the U.S., and write a short paper to inform your readers. Color the flags in the appropriate colors. *(Power standard - 469.02.g: Explain how culture influences people's perceptions of places and regions.)*

3. A country's capital is always a special place to its citizens. It has unique buildings for its leaders and monuments to recognize accomplishments of the people. Compile a series of photographs from travel magazines, the Internet, newspapers, etc., to create a photo album containing images of buildings, structures, or statues that have come to symbolize **Berlin.** Write captions describing each location. *(469.02.b: Analyze the human characteristics of places.)*

4. Research the **Berlin Wall** and prepare several paragraphs explaining the significance of the wall. Include information on when the wall was built, why it was built, what it represented, what life was like in the East, what life was like in the West, when it was taken down and why it was taken down. Include photographs. Be prepared to share your findings with the class. *(469.06.c: Analyze the effects of physical and human geographic factors on historic events.)*

5. Many countries of Western Europe belong to a group called the **European**

Union. Research this organization and prepare a paper of several paragraphs explaining what the EU is, why it was formed, the countries that make up this union, and the advantages and disadvantages of belonging to it. *(Power Standard - 469.01.g: Explain ways places are connected and interdependent.)*

6. Find out information about the **"Cold War".** When did it begin and end? What were the issues? Who were the players? Prepare an oral explanation for the class. *(469.02.b: Analyze the human characteristics of places.)*

7. Approximately ¼ of Americans claim some degree of German ancestry. Many **German immigrants** made positive contributions to American society and helped shape American history. Read German Immigrants in the U.S.: A Case Study - Levi Strauss. Then choose one of the following and write a case study to present orally to the class. Include visuals such as photographs, time lines, etc., to provide added interest. *(469.01.h: Describe the patterns and processes of migration and diffusion.)*
   - Peter Zenger
   - Baron Friedrich Wilhelm von Steuben
   - Carl Schurz
   - Henry Kissinger
   - Wernher von Braun
   - Peter Minuit

8. Gather information for My Family Tree through which you can identify your own **national heritage**. As a class, the findings of this survey can be graphed (e.g. number of students with ancestors from various countries) or mapped on a bulletin board.
   > *Note to teacher:* This can be a sensitive issue for those students who are unable to obtain information about their family background. A suggestion would be to trace the family tree of a parent or family friend through an interview. *(469.04.b: Explain migration streams over time.)*

9. Invite a **foreign exchange** student from Germany to visit your class. A high school counselor, principal or host family might be willing to help with the arrangements. Decorate your classroom with a map of Germany, the German flag, drawings of well-known German landmarks, etc., to help your guest feel more welcome. *(469.02.e: Evaluate characteristics of places and regions from a variety of points of view.)*

10. Many of Germany's rich cultural traditions have spread throughout the world. Three of **Germany's best-known composers** are Sebastian Bach (1685-1750), George Frederick Handel (1685-1759), and Ludwig van Beethoven (1770-1827). Their music is performed worldwide. Research one of these composers and prepare an oral presentation for the class. Use photos, recordings of their work, etc., to enhance your presentation. *(469.01.h: Describe the patterns and processes of migration and diffusion.)*

11. Germans are known for designing high quality products such as automobiles that are exported to countries around the world. Investigate to find the names of 4 well-known **German automobiles** and in which German city they are manufactured. Then, on your map of Germany, label these cities according to their absolute location and beneath the city's name, write the name of the automobile. *(469.02.f: Understand the effects of technology on cultural groups' perceptions of places and regions.)*

12. **Oktoberfest** is a popular German festival. Research the information on this celebration. Then, pretend you are on vacation in Munich at the time of Oktoberfest. Write a postcard to a friend back home explaining the festival and describing what you saw and did. Design the front of your postcard to depict a scene from that area of Germany. (Consult your map for the relative location of Munich, if necessary*.) (Power Standard - 469.02.g: Explain how culture influences peoples' perceptions of places and regions.)*
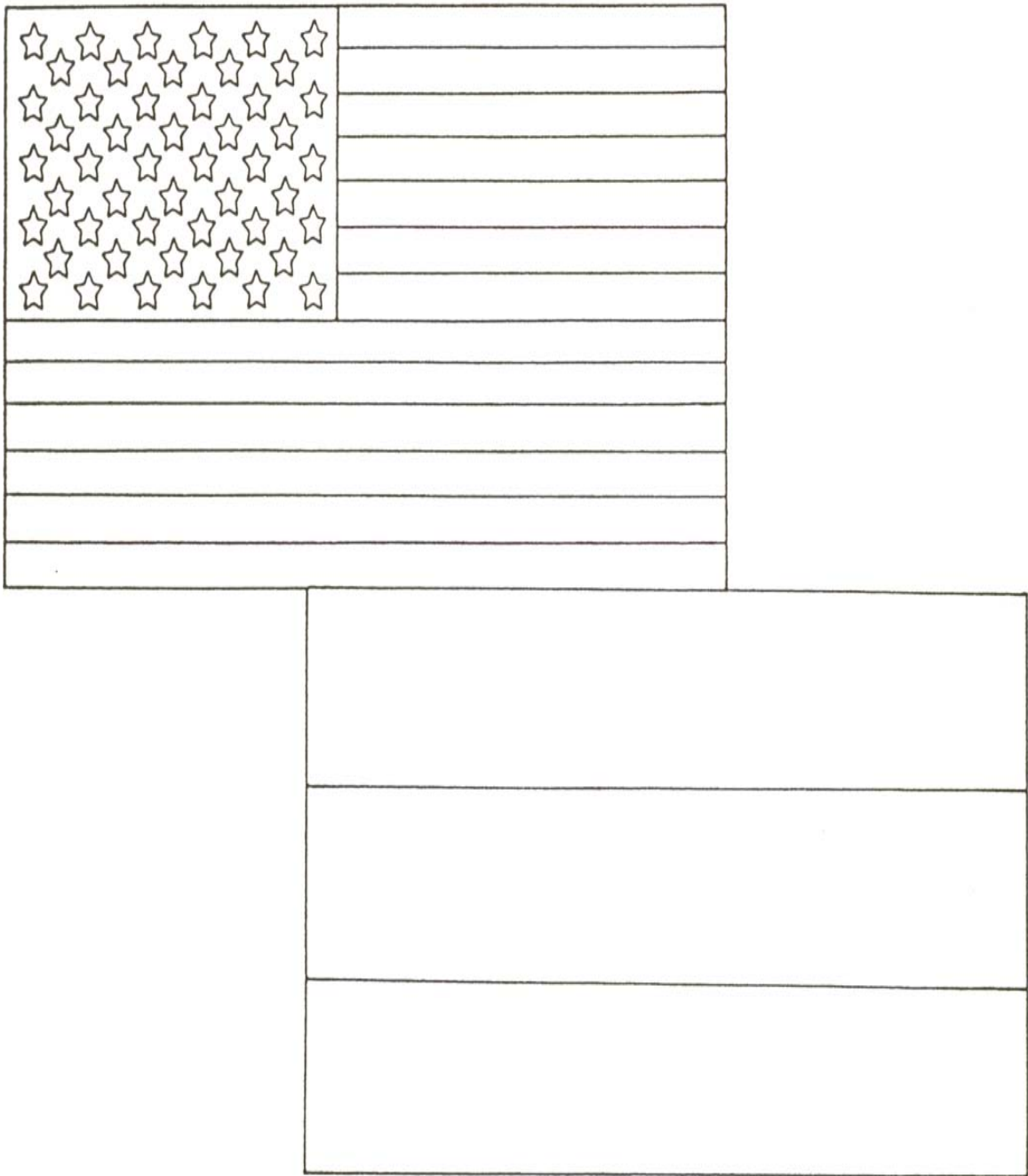
German Immigrants in the United States:
A Case Study

Levi Strauss

Blue jeans are the uniform of the "blue international." They are worn on all continents where people can obtain them. In Russia they are traded on the black market. No other article of clothing has so intensely preoccupied sociologists and philosophers. Scholars regard Levis, manufactured in San Francisco since 1850, either as "a sociological phenomenon" or "symbolic of the desire to be 'in'." Others view Levis as the democratic symbol of the kind of freedom characteristic of California during the gold rush.

Levis Strauss, in immigrant from Bavaria, would be surprised to read the scholarly discussions about his creation, but he would surely be glad that more than 800 million pairs of his pants have been sold to men and women since the time of his modest beginnings. Not much is known about Strauss other than that he came from a modest family and that he wanted to "get ahead." He was born in 1829, came to the United States at the age of 14, and lived with an uncle in Louisville, Kentucky, until he became infected with "gold rush fever."

Strauss traveled to New York where his brothers Jonas and Louis were in the dry goods trade, and bought a supply of silk and cloth. In addition, on his way West, he took along a supply of canvas intended for the Conestoga wagons made by German wheelwrights in Pennsylvania and used by many gold prospectors to cross the continent. Thus equipped, he sailed around Cape Horn. Before arriving in San Francisco, he had sold all his merchandise except for the canvas which was to make his fortune.

A gruff old prospector chided young Strauss for not having brought along a supply of pants, because prospecting for gold was rough on pants. Strauss promptly had a tailor make pants from his canvas. The pants sold quickly and were soon know as "Levis." 1853, Levi Strauss founded a trading company with his brothers in New York.

Since that time, nothing essential has changed in this "piece of national heritage," except that the Strauss Brothers soon switched to another strong type of cloth called "serge de Nimes," which soon was shortened to "denim."

Strauss, who never married, died in 1902. The sons of his brothers continued to direct the company, which is among the world's largest textile corporations. Some of the early Levis are now in the Smithsonian Institute in Washington, D.C.

from: Gerald Wilk, *Americans From Germany*

My Family Tree

1. I was born in (city/state/nation) _____

2. My mother was born in (city/state/nation) _____

3. My father was born in (city/state/nation) _____

4. My mother's parents live or lived in (state/nation) _____

   They were born in (state/nation) _____ and _____

5. My father's parents live or lived in (state/nation) _____

   They were born in (state/nation) _____ and _____

6. Did your great-grandparents come from another country? _____

   Which person? _____

   What country? _____

7. What is your family's cultural/ethnic heritage? _____

8. Does your family have special customs or traditions? _____

   If yes, what are they? _____